DOCUMENT RESUME

ED 289 125 CG 020 391

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TITLE Warmline Training Manual: Peer Counseling Returning Adult Students.
INSTITUTION Memphis State Univ., TN. Center for Student Development.
PUB DATE Apr 87
NOTE 23p.
PUB TYPE Reports - Descriptive (141) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adult Students; *College Students; *Counseling Services; *Counselor Training; Graduate Students; Higher Education; Information Services; *Nontraditional Students; *Peer Counseling; *Reentry Students; Referral
IDENTIFIERS Memphis State University TN

ABSTRACT

Warmline, a peer counseling program at Memphis (Tennessee) State University which aims to provide information and support for older-than-average returning or first time students, is described in this training manual. Objectives of the program discussed include reaching out to returning students and welcoming them to campus, providing encouragement and information to use resources on and off campus to ease the problems of returning to college, and helping groups involved to discuss problems encountered in returning to campus. Operation of Warmline is described as peer counselors (often students from the graduate counseling program) contacting returning students by telephone and offering information and referral about services such as child care. It is noted that Warmline does not offer psychotherapy, but refers when appropriate. This training manual includes this information: an application form; qualifications for counselors; program description; goals, requirements, possible problems, and resources; counselor responsibilities; training schedule; theoretical base; interview suggestions; and information and referrals. Appendices include information on good listening skills, open-ended questions, reflections, learning style inventory, Myers-Briggs Type Indicator, and Adult Development Theory. (ABL)

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Memphis State University

Warmline Training Manual

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peer counseling returning adult students

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MEMPHIS STATE UNIVERSITY

MEMPHIS TENNESSEE

DIVISION OF STUDENT EDUCATIONAL SERVICES

Center for Student Development
111 Scates Hall

38152

Area Code 901—454-2067

Spring, 1987

Initially inspired by a University of Maryland course called "Second Wind: A Program for Returning Adults," Warmline came about when three persons, an administrator, a faculty member from Counseling and Personnel Services, and a counselor interested in working with returning adults met to plan a way of using graduate students to counsel other returning students. Students in Theories of Counseling classes were getting extra credit for counseling assignments off campus. Using our campus as one of their placements met with approval from both faculty members and the Director of the Center for Student Development. Training and supervision of those who signed up to be Warmline counselors was done by the counselor. Materials came from the Slippery Elm Peer Counseling Program, the Vermont Governor's Commission on the Status of Women, and other sources.

Each semester student counselors reevaluate the model and offer suggestions of ways to improve the program/training. More than 100 Warmline counselors have contributed suggestions. Students now sit at Warmline tables with members of the Adult Student Association to sign up other students coming through registration. Training occurs on the first Saturday after classes have begun. Graduate assistants and practicum students who have been in Warmline help to run the program and supervise the peer counselors.

The program has come a long way from its initial stages, now calling over 300 students a year. The manual we have prepared is also new. Your suggestions for ways to improve are welcomed.

Warmly,

Jo Chickering

Jo Chickering
Coordinator of Warmline

Jane Clement

Jane Clement
Assistant Coordinator

mr

An Equal Opportunity University

ACKNOWLEDGEMENTS

Thanks to the 100 plus Warmline counselors who made it possible; our Director, Rosie Bingham; our Associate Dean, Marion Emslie; faculty members Burl Gilliland, Dick James, and Jean Steitz, who have given their support and time; Alan Dow, Joan Averwater, Coletta Garcia, Dee Gibson, Sandra Trammell, Joan Dietrich, and many others for their suggestions and improvements; Dennis Heitzmann for his early support; and especially Marjeanne Roach for her tireless efforts and editorial help in pulling this together.

CENTER FOR STUDENT DEVELOPMENT
Memphis State University

111 Scates Hall 454-2067

BEING A WARMLINE COUNSELOR CAN HELP YOU

-strengthen your listening and communication skills

-increase awareness of strengths of self and others

-provide opportunity to work with others and to see others succeed

-broaden your horizons by working with people from diverse backgrounds

-enable others to use more facilities at Memphis State University

-develop skills that will be beneficial in a future job or area of interest

QUALIFICATIONS

-graduate student at Memphis State University in Theories of Counseling course or equivalent course

-available for 6 training sessions Tuesdays--4:30-5:00 PM and one Saturday morning session (January 31st--8:00 AM-2:00 PM (15 hours of training)

-available for 3 hours during registration to sign up students who wish to be called by Warmline counselors.

WARMLINE

Center for Student Development
Memphis State University

WHAT WARMLINE IS

Now in its sixth year at Memphis State, Warmline is a peer counseling program which aims to provide information and support for older-than-average returning or first time MSU students. Modeled after a similar program developed at the University of Maryland, Warmline's objectives are:

-to reach out to returning students and welcome them to campus;

-to provide encouragement and information to use resources on and off campus to ease the problems of returning to college.

-to help groups involved to discuss problems involved in returning to campus.

HOW WARMLINE WORKS

Volunteer peer counselors contact returning students by telephone. Students to be called have requested contact through flyers distributed around campus,through personal contact with Warmline volunteers at registration time, or through referral. Volunteers provide information and referral to help students access such services as child care, personal and career counseling, and various workshops offered around campus. Volunteers also offer supportive peer counseling to students returning to school after career or other life changes such as divorce or widowhood. Warmline is not a crisis line, however, nor does it provide psychotherapy. Such referrals are made when appropriate. Referrals are also made to the Adult Student Association, a growing group on campus. Warmline meetings and training sessions are held in the Adult Information Center, a room located in the University Center (317).

WARMLING PEER COUNSELORS

Peer counselors are MSU students, often from the graduate counseling program, who commit to Warmline for at least one semester. Their training includes weekly sessions which emphasize how to make a good referral, the nature of peer counseling, transitions in the adult life cycle, communication and counseling skills, and program development. Peer counselors make their telephone contacts from home. The depth of the peer counseling relationship depends on the needs of the student and the skills of the counselor. Some students will only want information; others may engage in a supportive one-to-one relationship. A Warmline staff person will process all contacts with the peer counselor to insure that appropriate dispositions are made.

Peer counselors are expected to attend all training sessions, familiarize themselves with campus services, to be responsible for making regular phone contact, and to help in the transition and development of the Warmline program from one semester to the next. When receiving class credit, peer counselors will be evaluated by the Warmline Coordinator.

For further information, or to apply as a peer counselor, contact the Warmline Coordinator, Jo Chickering or Jane Clement, 111 Scates Hall, 454-2067.

WARMLINE

Goals, Requirements, Possible Problems, & Resources

WARMLINE--What is it?

1. A way of reaching a number of re-entering students by telephone at the beginning of their first semester when attrition is highest, self-confidence is lowest, with
   -information as to services included in tuition;
   -support systems available to them;
   -ongoing services and groups that will increase their competence as students and persons;
   -a peer who is more experienced as a student juggling multiple roles who will be accepting, encouraging, and supportive of each student on a one-to-one basis.

2. A way of giving participating students some additional training in interpersonal skills that may help them in their own work in school and at home. The training model this semester is a preventive mental health model. It includes a number of strategies that tend to reduce stress including ways to
   -collect information and refer students to resources;
   -add coping skills, competence;
   -increase self-esteem, self-respect;
   -find support groups; create support groups and chance to practice;
   -be planful about life events;
   -write personal goals.

3. A way Warmline counselors may gain extra credit while applying theories being studied in classes dealing with human relations.

What Does It Require of Peer Counselors?

1. 30 hours of commitment. 15 hours in training sessions with a counselor trained in the area of interpersonal communications.
2. Roleplaying--being an active participant in group sessions.
3. 15 hours in the field talking to students on the telephone or in person.
4. Keeping a journal.
5. Keeping a record of contacts made, nature of contact, how resolved.
6. Sitting at registration tables to sign up other persons wanting contact with Warmline (planning support groups).
7. Keeping abreast of activities so that there is personal knowledge of persons providing service.
8. Checking out listed activities so that there is personal knowledge of persons providing service.

How Can It Start Without Money Allocated?

1. Two or more persons, i.e., an administrator, a counselor, and an instructor. The administrator can okay the project; the counselor can be allowed 15 hours to do the training; the faculty member can announce in class an option for extra credit exists.

2. A room that can hold six to twelve students a week for training sessions.
3. Define the time, training, and goals for the semester, or preferably the year.
4. Interview the students.

What Are the Potential Problems?

1. Too many students with too little commitment or understanding of the program.
2. Too few students to really be a nucleus or support system for each other.
3. No clear expectations at the outset as to what responsibilities the Warmline counselors would carry.
4. Too few people who have signed up to be called.

Possible Solutions

1. Develop screening system so that those students who sign up have enough time and commitment. Teacher and counselor can work together on doing this, so that by the description of the program students self-select out.
2. Use materials that have been used elsewhere as you develop your own for training purposes.
3. Do an end-of-course evaluation with time for students to add ideas for improvement.
4. Have sign-out at registration time for persons who want to be called.

What Are the Resources?

1. University of Maryland has book Second Wind and videos by Nancy Schlossberg on returning students.
2. MSU has video on barriers to returning women.
3. Project on Status and Education of Women, Association of American Colleges, has a number of excellent bulletins.
4. Resources of own college in terms of services and persons that need to be used and discovered.
5. The group members are rich in life experience. Older students offer depth of experience in particular areas such as health (e.g., wellness, MS, arthritis, cancer), life transitions (divorce, marriage enrichment, child raising, child care), as well as awareness of community agencies.

YOUR RESPONSIBILITIES AS A WARMLINE COUNSELOR ARE:

1. To make all of the calls that you can from the list provided. There will be at least two calls made to each person.

2. Call during the 2nd week of classes and again the following month.

3. For each call, record the following information on the forms provided:

   a. name of returning student called
   b. length of call
   c. brief description of the content of the call

4. Upon completion of the calls, please save the record sheets to turn in to the Center for Student Development.

PHONE CALL FORM

This is a model of how you might do your call. Become familiar with it, but don't feel compelled to repeat it word for word. The content is important, but express the ideas in your own language.

> Hi. My name is_____. I'm calling from WARMLINE, a service for returning students at Memphis State University.
>
> Is this a good time to reach you?
> (If yes) Good. (If no) When could I call you back?
> Thanks. I ll talk to you then.
>
> WARMLINE offers information about what services are available on campus. Some examples are career development, reading and study skills, counseling, and information sources. You checked_____. How was registration? Have classes started yet?
>
> Do you need any assistance in terms of your return to college?

If you choose to, you can give your phone number and encourage students to call you, if she/he needs any help before your next call. Give the Center phone number--454-2067. Suggest good times that she/he may call you. Ask for the best time to call again.

Thanks for support of WARMLINE. I hope it's a good and useful experience for you this semester. See you on the first Saturday after classes start, (8:00 AM - 1:30 PM, University Center, Room 317).

Jo Chickering
WARMLING Coordinator

WARMLINE TRAINING SCHEDULE
Spring 1987

Prerequisite to Training Program

Tuesday - 1/27/87 - 4:00-5:00 PM (Take MBTI and LSI) or Friday - 1/30/87 - 1:00-3:00 PM (Take MBTI and LSI)

Saturday Training Session
January 31, 1987
8:00 AM-1:30 PM

1. 8:00 AM Introductions - Back to back role play
   Process
   Theory of Warmline — Prevention - George Albee; Transitions - Nancy Schlossberg; Information, Referral, Friendship, Confidentiality, Support

   Application — Demonstration modeled

2) 8:45 AM Adult Development - Stepping-stones of your life
   Process
   Theories of Levinson, Lowenthal, Gilligan
   Application - Support through transitions and referral

3) 9:30 AM - Experiential Learning Theory (Return LSI)
   Process: What would I like? What would opposite type like?
   Theory: David Kolb (Teaching/Learning; Development to Wholeness)
   Application - To Warmline and Listening

4) 10:15 AM - Myers-Briggs Type Indicator
   Celebrating Diversity and Gifts Differing (Return MBTI)

   Handedness
   Process
   Theory of Jung (Transparencies)
   Application - To Warmline and Listening

5) 12:00 PM - Resources Available on Campus — Jane Clement
   Walk through packet

6) 12:45 PM - Give Out Names — Jane Clement
   Demonstrate Role Play
   Practice

7) 1:30 PM - End with Questions

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Saturday Training Session

January 31, 1987

8:00 AM - 1:30 PM

Other Training Sessions

Tuesday - 2/3/87 - 4:00-5:00 PM
Questions--support--referrals. Bob Boone from Financial Aid on "hard to answer" questions.

Tuesday - 2/10/87 - 4:00-5:00 PM
Questions--support--referrals. Donna Manske, Director, Educational Support Program.

Tuesday - 2/17/87 - 4:00-5:00 PM
Questions. Cross-cultural counseling. Dr. Rosie Bingham, Director, Center for Student Development.

Tuesday - 2/24/87 - 4:00-5:00 PM
Adlerian Lifestyle. Jane Clement and Jo Chickering.

Tuesday - 3/3/87 - 4:00-5:00 PM
Questions--support--referrals

Tuesday - 4/28/87 - 4:00-5:00 PM
Celebration and Redesign

All training sessions are held in Room 317, University Center

GENERAL GUIDELINES

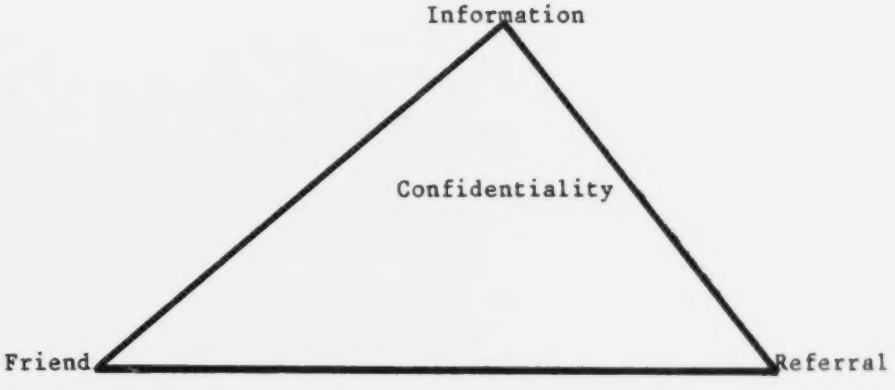
WARMLINE - What Is It?

Based on the theories of Nancy Schlossberg (Transitions) and George Albee (Preventive Mental Health), when a person is going through a transition, having even one accepting, supportive, non-judgmental friend makes a difference. Returning to university is a transition. Warmline Counselors need to be accepting, non-judgmental listeners.

Albee said that a person under stress who receives accurate information feels more competent, plus:

1) self respect goes up;
2) coping strategies are added;
3) support groups or persons are found with whom to practice the new coping strategies, and
4) the person can be more planful, more intentional.

Warmline emphasizes Information Giving, Referral and Friendship. Confidentiality is central to the process.



WAYS OF HELPING STUDENTS IN THE INTERVIEW

-Encourage students to search for their own best solutions.

-Encourage students to identify several alternative solutions or strategies from which to choose.

-Do not make them feel inadequate by doing their thinking for them.

-Do not dominate the discussion.

-Do not impose your values on others.

-Help students assess their problems by listening as they describe the conditions and identify the causes which probably brought the problems about.

-Treat students with dignity and aid them in maintaining their personal integrity and self-respect.

-Encourage students to actively work on resolving their dilemma.

-Help students discover the importance of obtaining and using relevant information.

-Reinforce the student's comments and feelings as being important.

-Reinforce the student for positive behaviors and thoughts.

-Start where the student is--not where you are or where you wish he/she was.

-Talk with the student rather than at him/her.

-Don't be afraid of silence or feel like you have to interrupt a moment of silence by talking or saying something. Allow the student to reflect or initiate the conversation before going on.

-Listen for how the student is speaking as well as for what the student is saying (Type - Style).

-Be available (within reason). Sometimes just knowing you care enough to be there is enough.

-Listen with your whole being; try not to think ahead about what you will say while the other person is talking. Search for meaning.

-Encourage student to express feelings and thoughts in their own words.

-Give information, not advice.

INFORMATION AND REFERRALS

1. General Information

- Volunteers should do all they can to help students access appropriate systems, people, and policies.
- S.I.S. (Student Information System) provides informational tapes on services, policies, and organizations within the University (454-2037).
- Facts about MSU--general facts about MSU including a map of campus in flier.
- A New Student Handbook contains a list and description of many of the services on campus; a "Whom to See" on campus directory with places and phone numbers; a list of religious organizations; and description of recreational facilities.
- "How to Student at MSU/Getting Tuned In" is a series of programs on the free services at MSU.
- Note: Personal, Career, and Academic Counseling open until 7 PM Monday and Tuesday.

2. Child Care

- University Center Child Care Information & Referral--454-2644

3. Career Testing/Counseling

- Life/Career Planning Workshops--each Wednesday at 12:30 - 1:30 PM, Career Counseling, 106 Scates Hall, 454-2228. An interest inventory is administered and general career planning is discussed.
- Career Counseling provides vocational interest testing and has a large library describing career opportunities, 106 Scates Hall, 454-2228.
- Testing Center, 111 Health Center, 454-2428, administers tests such as the GRE, ACT, LSAT, GMAT.
  Note: Free preparation classes aimed at the verbal portions of many of these tests are available at ESP (Educational Support Program), 454-2704, 143 Dunn Building; also Continuing Education has Preparation for Exam courses (see catalog).
- Placement Center, 315 Scates Hall, 454-2239 offers workshops on resume writing and interviewing techniques. See flyer for times and places.
- Career Encounters (see brochure) provides the opportunity for students to spend a day on-the-job with people in various fields (454-2228).

4. Financial Information/Loans/Scholarships

- Contact Financial Aid Office, 312 Scates Hall, 454-2303. There are numerous types of aid including emergency loans. Encourage students to read brochures and make an appointment with a counselor rather than talking to the receptionists.
- Check with their department for aid not readily accessible through Financial Aid Office.
- See "The Student Guide: 5 Federal Financial Aid Programs".

5. Social Activities/Student Associations/Recreational Activities (also see #9)

- Student Handbook and S.I.S. list associations.
- Adult Student Association (see flyer).
- HPER (Health, Physical Education, & Recreation). Equipment rental, pool, raquetball, track, weight room, sports, clubs, intramurals, sauna, dance studio. Free to students; minimum charge for families.
  Student Handbook, pp. 44, 454-2081.
- University Programs, 454-2035 (see schedules), speakers, movies, cultural events.
- Concerts, theatre tickets (season $45), sports events--University Ticket Office (454-2043).

6. Social/Personal Counseling

- Personal Counseling Unit, 454-2067, 111 Scates Hall, provides individual counseling to students, and families.
- Psychological Services Center, Psychology Department, 454-2147, provides confidential counseling to students and non-students.
- 24-hour suicide and crisis prevention, Crisis Center, 274-7477.
- Handicapped Student Services, 215 Scates Hall, 454-2880.
- Rape Crisis Center, 24-hour, 528-2161.
- Wife Abuse Crisis, 458-1661 or 324-3861.
- NA, AA, ACA and Alcoholism - have meeting times for each day of week - check lists for ACA and NA.

7. Assertiveness/Stress Management

- Assertiveness Training--Center for Student Development periodically offers assertiveness training, no cost to students, 454-2067.

8. Health Services/Physical Fitness/Family Planning/Weight Control

- University Health Center. Physician available from 8:30 - 2:30 Monday through Friday. Free. Nurse available all day. See Student handbook.
- Veneral Disease. Health Department, 528-3751.
- Weight Control and Nutrition. Contact Lana Amis, MSU Health Center.
- Continuing Education offers dance, fitness, sports, recreation, and games. See catalog.
- Physical Education. Check schedule of classes. Figure control, jogging, weight-lifting, camping, rock-climbing, horseback riding, judo, etc.
- HPER (see #5 for facilities). Activities for children also available.
- University Health Center Clinics. Call for appointment, 454-2287.
  Dermotology on Monday, 7:30 AM - 10:00 AM.
  Nutrition, Monday, Wednesday, Friday, 12:30 PM - 4:30 PM; Tuesday, 8:00 AM - 10:00 AM.
  Family Planning, Wednesday and Thursday, 8:30 AM - 4:00 PM.
  Optometry, Monday through Friday, 8:30 AM - 4:30 PM.
- Family Planning also at Memphis Center for Reproductive Health, 274-3550 or Planned Parenthood, 725-1717.

9. Divorce/Single Parent Families

- Adult Student Association activities. 454-2644. U.C. 317.
- Refer for counseling, personal counseling support group, Jane Clement Mary Ellen Weiss
- Churches as resources, Chaplains' Council and Interfaith Council, 2093.
- Parents Without Partners, Memphis, 452-9497; Raleigh, 388-2176.

10. Academic Counseling/Tutoring

- Undergraduate Advising, 107 Scates Hall, 454-2062.
- Graduate Advising--see Graduate School.
- ESP (Educational Support Program) provides tutoring in English, French, Speed Learning, Speed Reading, Spanish, Math, Reading/Study Skills. 143 Dunn Bldg., 454-2704. Donna Manske, Coordinator
- Want to tutor? Contact ESP, 454-2704.
- Mini College is a program designed especially for older returning undergraduates. See brochure, 454-2381, 265 Administration Bldg. They have special sections of regular courses for the mature student. Martha Armstrong, Coordinator.
- University College is a program for students wishing to design their own curriculum. See brochure. 454-2716. Jean Jacobson.

MAKING REFERRALS

-Explain in a clear and open manner why you feel it is desirable or necessary to refer the student (e.g., "I feel concerned about you. I think it would be helpful for you to talk to a personal counselor").

-Explain fully the services which can be obtained from the resource or person you are recommending (e.g., "If you re taking 6 hours or more there is no charge at the Center for Student Development. If you re only taking one course, Psychological Services Center charges on a sliding scale").

-Reassure the student about the capability of the resource to help meet the particular need expressed. The counselors in Personal Counseling are Mac Bernard, Bill Robertson, Jo Chickering, Jane Clements, and Mary Ellen Weiss.

-If appropriate, invite yourself to walk the student to the resource to either make an appointment or to keep an appointment, or both.

-Encourage the student to get back in touch with you and/or that you will call to hear how things went.

APPENDICES

TEN COMMANDMENTS FOR GOOD LISTENING

Most of your calls will be to women; therefore, we are using the pronoun "she." Similar messages are true if you are calling a man.

---

1. STOP TALKING!
   You cannot listen if you are talking.

2. PUT THE TALKER AT EASE.
   Help her feel that she is free to talk.

3. SHOW THAT YOU WANT TO LISTEN.
   Be and act interested. Do not read your mail while listening. Listen to understand rather than to oppose.

4. REMOVE DISTRACTIONS.
   Don t doodle, tap, shuffle papers, or watch TV while talking with caller.

5. EMPATHIZE.
   Try to put yourself in her place so that you can see her point of view.

6. BE PATIENT.
   Allow plenty of time. Do not interrupt.

7. HOLD YOUR TEMPER.
   An angry person gets the wrong meaning from words.

8. GO EASY ON ARGUMENT AND CRITICISM.
   This puts her on the defensive. She may "clam up" or get angry. Do not argue; even if you win, you lose.

9. ASK QUESTIONS.
   This encourages her and shows you are listening. It helps to develop points further.

10. STOP TALKING!
    This is first and last, because all other commandments depend on it. You just can t do a good listening job while you are talking.

    Nature gave us two ears but only one tongue, which is a gentle hint that we should listen more than we talk.

OPEN ENDED QUESTIONS

Try to use as many open ended questions as you can.

Examples:

Can you tell me more about.....?

How are you feeling right now.....?

Would you like to talk about.....?

Where would you like to begin.....?

How do you feel about.....?

Can you tell me what that means to you.....?

How would you like things to be.....?

What do you imagine.....?

What have you thought of.....?

What would it be like.....?

How do you see things changing.....?

I'm wondering.....?

What's that like.....?

What can you think of.....?

What is most important for you now.....?

REFLECTIONS

Try to use as many different reflections as possible. You may find the following examples helpful.

Sounds like.....?

Seems as if.....?

I hear you saying.....?

I wonder if.....?

I get a sense that.....?

What I seem to be hearing is.....?

Sounds to me like.....?

Am I right in thinking.....?

You seem to be.....?

You sound upset.....?

So you're feeling.....?

I get the feeling.....?

LEARNING STYLE INVENTORY

David Kolb's Experiential Learning Theory is based on the research that says learn best when we have an experience, a chance to reflect on that experience, we learn the theory that applies to that experience and then have a chance to apply that theory in another setting. Teachers tend to teach the way they prefer to learn, assuming others would prefer to learn the same way.

If we have only theory it is difficult to apply it elsewhere. If we have only experiences it is difficult to transfer what we have learned to other settings.

Descriptions of Kolb's Preferred Learning Styles

Divergent Learners tend to want to know WHY they are doing a project. They tend to like brainstorming sessions, reflecting time, seeing alternative possibilities.

Assimilators tend to want to have structure. They tend to know WHAT information they are dealing with. Theory is important. They are more interested in theory than in how it is used.

Convergers prefer to "mess around" and know HOW something works. Practical application of theory is important.

Accommodators like to be doing. They ask IF and want to move something into action. Not that interested in theory--but in getting projects going.

MYERS-BRIGGS TYPE INDICATOR (MBTI)

The MBTI is described by Isabel Myers in Gifts Differing, and Gordon Lawrence's People Stripes and Tiger Stripes. David Kiersey's Please Understand Me is also a useful source of information on psychological type and temperament.

Carl Jung said we are "pulled by the future" to develop into a whole person. When we are young there are occasions when we are ridiculed, shamed, embarassed. That part of us represses into the unconscious and is projected onto others. Our journey to become a whole person is to discover, redeem and celebrate our less developed parts. The MBTI gets us in touch with strengths, gifts we have developed and do automatically. It also educates us about the differences around us, of strengths, and pitfalls of others as well as self.

ADULT DEVELOPMENT THEORY

Most of the students signing up to be called in Warmline are students who are returning to college after an absence of several years. One way to be in touch with various adult development theories is to think of one's own life experience since high school graduation or since puberty.

Stepping Stones

1. Divide your life since puberty or high school into segments by events or age.

2. Think of a metaphor, song, symbol for each period.

3. What were the tasks you were working on for each period?

Life Since Puberty/High School Metaphor/Symbol Concerns/Tasks

ADULT DEVELOPMENT

Marjorie Fiske Lowenthal s (Four Stages of Life) shows that men and women are apt to pass each other in mid-life. Women often start as nurturers, men as providers. As men approach retirement, they are sometimes feel a need for more time with people and less time on task. Women move from nurturing others in supportive relationships to time alone, changing careers, to nurturing self. Carol Gilligan (In a Different Voice) points out, as she interviews 11-year-old boys and girls, 25-year-old men and women, 36-year-old women and men, that women tend to perceive things differently from men. They are more aware of caring, wanting to avoid hurting others, feeling "attached," and responsible for the relationship. Men are more focused on goals, tasks, and being productive. Women who begin to feel pain become more caring of self as well as others.